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ABSTRACT

With the variation in colleges and individuals, it is imperative that studies be undertaken to describe and understand these differences in order to plan programs that will enhance an individual's growth within his environment. This study describes student perceptions of the Colorado State University environment. Subjects were 300 undergraduate students. Demographic characteristics of the student body are reported as well as scale scores from the CUES and CSQ and results of an instrument item analysis. These results are discussed at both a general and specific college level. The study includes recommendations. (Author)

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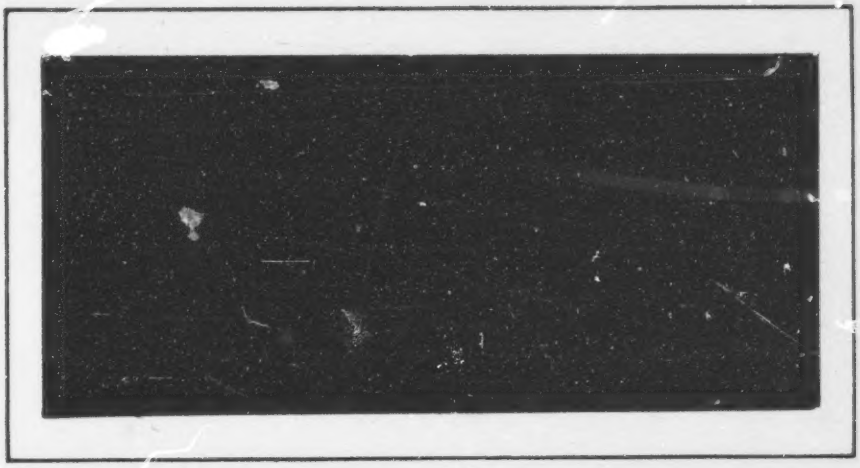

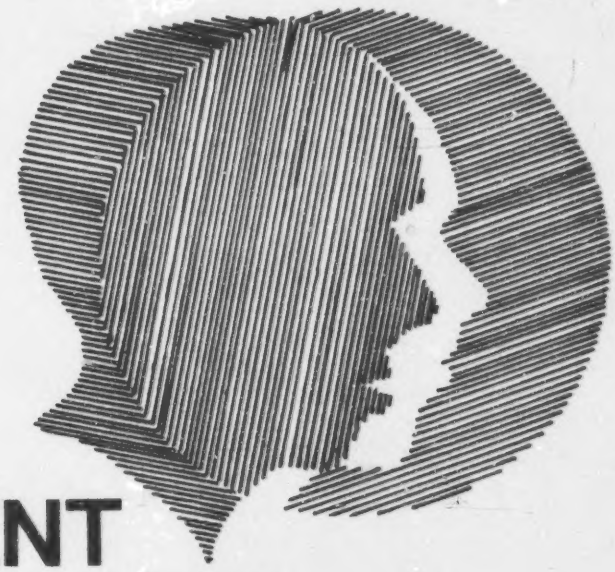

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The cover depicts man's striving toward unity of personality, represented by the magic circle, or mandala.

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STUDENTS, THE COLLEGE ENVIRONMENT, AND THEIR INTERACTION

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COLORADO STATE UNIVERSITY

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Abstract

With the variation in colleges and individuals, it is imperative that studies be undertaken to describe and understand these differences in order to plan programs that will enhance an individual's growth within his environment. This study describes student perceptions of the Colorado State University environment. Demographic characteristics of the student body are reported as well as scale scores from the CUES and CSQ and results of an instrument item analysis. These results are discussed at both a general and specific College level. The study includes recommendations.

STUDENTS, THE COLLEGE ENVIRONMENT, AND THEIR INTERACTION

Introduction

What is it like being a student at Colorado State University? What are the students like? How do students perceive the University environment? Is the experience of attending college similar at all universities or does Colorado State University have some specific unique characteristics? These are crucial questions for anyone concerned about improving the quality of the educational experience of students at the university. We are all aware of the vast array of differences in individuals. We are becoming aware that colleges differ as do individuals (Baird, 1971). This variation in institutions and individuals makes it imperative that studies be undertaken to describe and understand these differences in order to plan programs and interventions to enhance the growth of individuals in various environments.

Morrill and Hurst (1971) utilized the American Council on Education research paradigm to describe the broad functions of a university counseling center. This paradigm indicates that the effects or outcomes of higher education are the result of two major factors or variables and their interaction. These variables are (1) the input variables, referring to the characteristics of the students who enter the university; (2) the total college environment, which includes all of the aspects of the university which have an impact on student growth and development and change; and (3) the interaction of the nature of the students and the nature of that university environment. Three major roles of a university counseling center based on this model were conceptualized. These roles are:

1. To contribute to, modify, and enhance the learning environment.

2. To facilitate students' ability to utilize and take advantage of the learning potential of the environment.

3. To study the student, the environment, and their interaction as a means of conceptualizing and planning appropriate programs and intervention

strategies to effectively carry out the first two major roles.

This paper is an effort to gain a better understanding of the students at Colorado State University, the environment of the University, and students' perceptions of that environment as a means for the counseling center and other faculty and staff to effectively plan needed programs.

METHODOLOGY

Instrumentation

Two instruments were selected to study the student-environment interaction: The College and University Environment Scales (CUES), and the College Student Questionnaire (CSQ). The CUES employs a perceptual approach to environmental assessment, while the CSQ is a multi-method approach to environmental assessment, combining demographic, perceptual and behavioral approaches.

The CUES (Form X-2) is a 160 item true-false questionnaire. It was developed by Pace and Stern in 1958 to measure the intellectual-social-cultural climate of a college environment. The CUES describes a campus environment based on respondents' aggregate perceptions of their surroundings. Reliability estimates (Coefficient Alpha) for the CUES range from .89 to .94 for the five subscales. The five factored subscales, each composed of items, are as follows: (1) Practicality, (2) Community, (3) Awareness, (4) Propriety, and (5) Scholarship (Pace, 1969).

The CSQ (Part 2, Form 200-D) is a 200 item multiple choice questionnaire employed to gather biographical, perceptual, behavioral and attitudinal information about college student bodies. Part 2 was chosen since it presumes the student is already an undergraduate enrolled in the college. Test items 1-34 are demographic in nature and the remainder are involved in the CSQ's eleven scales. Six of these scales assess student functioning in this particular college situation while five are measures of student

attitudes. Those scales which deal with student functioning are as follows: (SF) Satisfaction with Faculty, (SA) Satisfaction with Administration, (SM) Satisfaction with Major, (SS) Satisfaction with Students, (SH) Study Habits, and (EI) Extracurricular Activities. The 5 scales which assess student attitudes are: (FI) Family Independence, (PI) Peer Independence, (L) Liberalism, (SC) Social Conscience, and (CS) Cultural Sophistication.

Sample[1]

Three hundred undergraduate students completed both questionnaires. Care was taken to meet the sampling recommendations of Pace (1969): Representative sampling and adequate sampling size. Sixteen sets of questionnaires had to be discarded due to missing data. This left the total size of the sample at 284.

The sample was composed of 56.3 percent males and 43.6 percent females. This corresponds closely to the percentage of males and females in the total CSU undergraduate population which is composed of 55.6 percent males and 44.3 percent females. Forty-five percent of the Ss sampled were sophomores, 33 percent were juniors, and 21.8 percent were seniors. Freshmen were omitted due to sampling requirements of the CUES. Table 1 reports the percentages of Ss by college that were included in the study. A comparison of these percentages with those of the total student population at CSU revealed a fairly representatively stratified sample.

Procedures

Three hundred off-campus students and upperclassmen from three campus dormitories were chosen to participate in the study. A preliminary letter explaining the purpose of this study and offering a $2 incentive for participation was mailed to each of these students approximately one week prior

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[1]The sample for this study was the same as that generated and used by S. Hyne, 1973.

TABLE 1*

Comparison of Percentage of Students Within Eight Colleges of Study for Total CSU Undergraduate Population and Students in Sample

College of Study	Percentage of Total CSU Student Population	Percentage of Students in Sample
College of Agricultural Sciences	5.3%	3.5%
College of Business	10.5	7.3
College of Engineering	5.0	2.8
College of Forestry and Natural Resources	9.4	9.8
College of Home Economics	11.0	14.7
College of Humanities and Social Sciences	36.1	35.9
College of Natural Sciences	15.1	17.6
College of Veterinary Medicine and Biomedical Sciences	7.3	8.0

*Hyne, 1973

to test administration. A follow-up letter specifying the dates and locations of the testing sessions was sent to each student who had indicated a willingness to participate.

Three administration sessions were scheduled for the first full week of Spring quarter. The Ss were asked to attend any one of the three sessions. Written instructions for completing the questionnaires were given to participants as they entered the testing area. Upon completion of both questionnaires, each student was offered a payment of $2 for participating. Only a few refused to accept this token payment.

RESULTS

Demographic Data

Based on an analysis of the first 34 items of the CSQ, which are demographic in nature, the following sample characteristics were identified. Most (62%) of our sample were "single and unattached," and most (75%) lived in a college dorm or apartment. Fourteen percent reported living in a private apartment off campus. Only 7 percent of the sample were on academic probation. Eighty-seven percent were officially enrolled in a major field of study. Of these, 16 percent had decided upon their major within the past 6 months and an additional 23 percent decided one year ago or less.

In terms of vocational plans, 54 percent of the sample reported thinking they probably will go to a graduate or professional school following their B.A. Twenty-one percent of these intend to pursue the Ph.D. A very high percentage (84%) have decided upon the occupation they would like to pursue after college. Long range occupational preference was expressed for academic life by 14 percent, business life by 11 percent, professional life by 36 percent, the life of a technician or craftsman by 3 percent, life in the creative arts by 11 percent, life centered on the home and family by 8 percent and "other" by 9 percent.

In a question posed just to the women in the sample, their responses indicated that 15 years from now 5 percent would like to be a housewife with no children, 11 percent would like to be a housewife with one or more children, 5 percent would like to be an unmarried career woman, 6 percent would like to be a career woman without children, [illegible] percent would like to be a married career woman with children and 25 percent were uncertain.

In terms of financial support for their education, two questions revealed the following data. During the current year parents have been the main source of financial support for 52 percent of this sample. Thirteen percent have supported themselves through a job, 11 percent have financed their education through loans, 10 percent through previous earnings and savings, 4 percent through a scholarship, and 1 percent have been supported by a spouse. This correlates with data which indicated that in the present term 55 percent of the sample had no full part-time job, 8 percent worked less than 6 hours/week, 8 percent worked 6-10 hours/week, 13 percent worked 11-15 hours/week, 5 percent worked 16-20 hours/week, 5 percent worked 21-30 hours/week and 4 percent worked more than 30 hours per week.

Student Perceptions of CSU Environment

The College and University Environment Scale was used to measure student perceptions of the Colorado State University environment. This scale pools the perceptions of members of the university environment. The items have true/false response choices and where there is agreement by more than 66 percent of the respondents to an item, that item is counted in the score for a specific scale. A score of 20 results when the number of items answered in the opposite direction with a similar level of consensus. This score indicates a true lack of consensus about the qualities described by the scale. Figure 1 presents a comparison of the CSU scale scores with a 1965 normative sample of 100 universities and with a sub-sample of 20 universities roughly comparable to CSU and classified as "general universities."

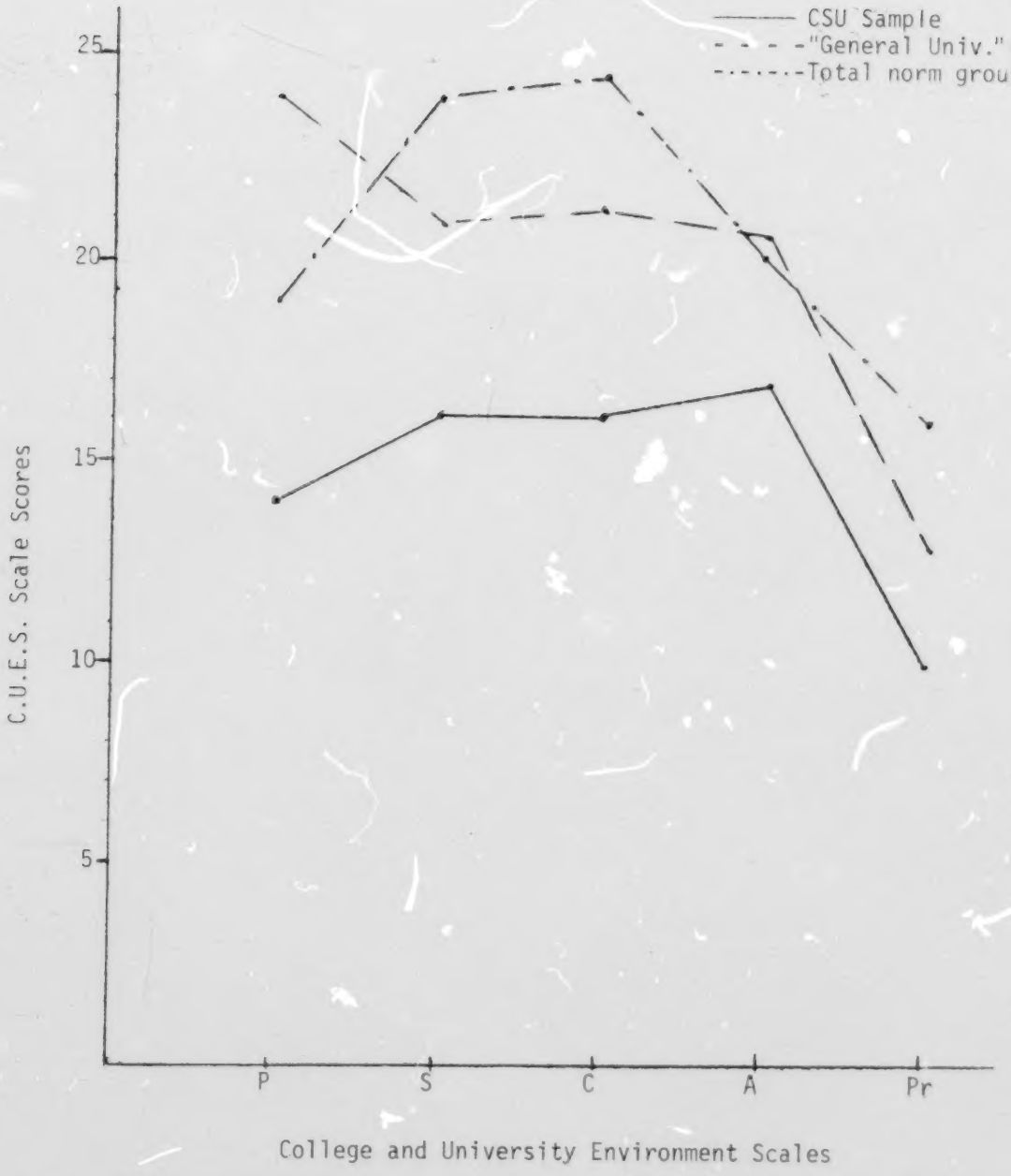

FIGURE 1: Comparison of CSU scores on the CUES with those of a general norm group (100 schools) and "General University" subgroup (20 schools), both established in 1965.

P = Practicality
S = Scholarship
C = Community
A = Awareness
Pr = Propriety

In general, CSU students tended to perceive their college environment as having less of the characteristics represented by the scales than the norm group and the sample of general universities. The sample of general universities had a profile of scores much like that of CSU, but generally higher. Since the manual suggests that an institutional self-study will be more profitable with attention to specific scales, each of the scales will be discussed separately. In addition, attention will be given to individual items on each of the scales which were found to represent a significantly high degree of agreement by the respondents.

Practicality Scale. The 20 items that contribute to the score for this scale describe "an environment characterized by enterprise, organization, material benefits, and social activities. There are both vocational and collegiate emphases. A kind of orderly supervision is evident in the administration and the classwork. As in many organized societies there is also some personal benefit and prestige to be obtained by operating in the system--knowing the right people, being in the right clubs, becoming a leader, respecting one's superiors, and so forth. The environment, though structured, is not repressive because it responds to entrepreneurial activities and is generally characterized by good fun and school spirit (Pace, 1969, p. 11)."

CSU obtained a percentile equivalent of the 26th percentile on this scale compared to the reference group of 100 colleges and universities. This compares to a percentile equivalent of the 78th percentile by the sample of 20 general universities. On items in this scale, CSU students generally agreed that these characteristics were not true for CSU. For example, 89 percent of the sample responded false to the item "It's important socially to belong to the right club or group." Ninety-one percent of the sample responded false to the item "Student elections generate a lot of intense campaigning and strong feelings." Thus, CSU would not be characterized'

as displaying the characteristics attributed to the practicality scale. There were no appreciable differences between the responses of males and females in the sample. Interestingly, the students in the College of Agriculture scored at the 57th percentile of the 100 institution reference group. This small sub-sample of students seemed to perceive more of the characteristics of the practicality scale than was the case for the remainder of the sample.

Scholarship Scale. The items in this scale describe "an environment characterized by intellectuality and scholastic discipline. The emphasis is on competitively high academic achievement and a serious interest in scholarship. The pursuit of knowledge and theories, scientific or philosophical, is carried on rigorously and vigorously. Intellectual speculation, an interest in ideas, knowledge for its own sake, and intellectual discipline--all these are characteristic of the environment (Pace, 1969, p. 11)."

Again there was agreement among the CSU sample that such was not the case at CSU. The percentile equivalent for the CSU sample was the 18th percentile compared with the reference group. The sample of 20 general universities placed at the 41st percentile on this scale. Only 12 percent of the students in the sample responded true to the item "Class discussions are typically vigorous and intense." Seventy-two percent of the sample responded false to the item "The professors really push the students' capacities to the limit," and, 78 percent responded false to the item "Students put a lot of energy into everything they do in class and out." On the positive side, a high percentage (77%) of students responded true to the item "Courses, examinations, and readings are frequently revised." In general, for the total sample, CSU is perceived as not being characterized as placing emphasis on high academic interest and scholarship.

Again, students in the college of Agriculture perceived the environment as containing more emphasis on scholarship than was the case for the total

CSU sample. Both the College of Agriculture and the College of Engineering ranked the environment at about the 50th percentile compared to the reference group. The group that perceived the least emphasis on scholarship was the sample from the College of Humanities and Social Sciences (6th percentile).

Community Scale. "The items in this scale describe a friendly, cohesive, group-oriented campus. There is a feeling of group welfare and group loyalty that encompasses the college as a whole. The atmosphere is congenial; the campus is a community. Faculty members know the students, are interested in their problems, and go out of their way to be helpful. Student life is characterized by togetherness and sharing rather than by privacy and cool detachment (Pace, 1969, p. 11)." Other studies have noted a negative correlation between this scale and school size.

CSU ranked at the 17th percentile of the reference group while the sample of 20 general universities ranked at about the 34th percentile. Ninety percent of the students answered false to the item, "The history and traditions of the college are strongly emphasized." Similarly, 72 percent of the students answered false to the item, "The school helps everyone get acquainted." Eighty-one percent answered false to the item, "Students exert considerable pressure on one another to live up to the expected codes of conduct." Eighty-two percent responded true to the item, "Graduation is a pretty matter-of-fact unemotional event." Seventy-six percent answered false to the item, "There is a lot of group spirit." There was a lack of clear agreement to items relating to faculty interest in student's personal problems and calling students by their first name, although more students indicated that this was the case than not.

There was general agreement (79%) that it is easy to get a group together for card games, singing, going to movies, etc., and that students commonly share their problems (82%).

Again, students in the College of Agriculture rated their environment much higher on this scale (55th percentile compared to reference norm group of institutions)Students in the College of Engineering and Forestry, on the other hand, rated their environment lower on the community scale (7th percentile) than did CSU students in general.

Awareness Scale. The items in this scale seem to "reflect a concern about and emphasis upon three sorts of meaning--personal, poetic, and political. An emphasis upon self-understanding, reflectiveness, and identity suggests the search for personal meaning. A wide range of opportunities for creative and appreciative relationships to painting, music, drama, poetry, sculpture, architecture, and the like, suggests the search for poetic meaning. A concern about events around the world, the welfare of mankind, and the present and future condition of man suggests the search for political meaning and idealistic commitment. What seems to be evident in this sort of environment is a stress on awareness, an awareness of self, of society, and of aesthetic stimuli. Along with this push toward expansion, and perhaps as a necessary condition for it, there is an encouragement of questioning and dissent and a tolerance of nonconformity and personal expressiveness (Pace, 1969, p. 11)."

The CSU sample did not perceive their campus appreciably different than the mean of the norm group or the general universities. Significant items included "Public debates are held frequently" to which only 12 percent of the students responded true, and "There would be a capacity audience for a lecture by an outstanding philosopher or theologian," to which only 30 percent indicated true. The students also tended to respond false to items dealing with faculty roles in national or local politics (73% false) and the importance to the university of special museums or collections 78 % false). None of the sub-group scores was appreciably higher or lower on this scale.

Propriety Scale. These items describe "an environment that is polite and considerate. Caution and thoughtfulness are evident. Group standards of decorum are important. There is an absence of demonstrative, assertive, argumentative, risk-taking activities. In general, the campus atmosphere is mannerly, considerate, proper, and conventional (Pace, 1969, p. 11)."

On this "polite and considerate" scale, CSU ranked at the 20th percentile compared to the reference group of 100 institutions. The 20 general universities ranked at the 37th percentile. An inspection of the individual items on this scale indicate that there is general agreement (95%) that drinking and late parties are tolerated, despite regulations, and that students frequently do things on the spur of the moment (89%). A large majority disagree that student publications never lampoon dignified people or institutions (89%), that students rarely get drunk and disorderly (90%), and that dormitory raids, water fights, and other student pranks would be unthinkable (91%). Again, while there was variability among sub-groups, none of the differences appeared to be significant. It would appear that CSU students do not view their environment as being "mannerly, considerate, proper, and conventional."

Special Sub-scales

In addition to the five scales described above, two special scales have been devised. These are the Campus Morale Scale and a Quality of Teaching and Faculty Student Relationships Scale.

The Campus Morale scale is said to measure general satisfaction with the institution, attitudes towards school policies, and satisfaction with various aspects of the environment--fellow students, the educational tasks, and aspirations. On the morale scale, CSU students perception of their environment was at the 11th percentile of the reference group of 100

institutions. The individual items indicated a disinterest of students for each other and a lack of meaningful interaction.

On the Quality of Teaching and Faculty-Student Relationships scale, which defines an atmosphere in which professors are seen to be "scholarly, to set high standards, to be clear, adoptive and flexible" as well as to be warm, interested and helpful toward students (Pace, 1969, p. 11),"CSU was at the 45th percentile of the reference group of institutions. There was not a high degree of agreement or consensus by the sample on many of the items. Two items which added positively to the score dealt with courses, examinations, and readings being frequently revised (77 % agreement) and with instructors clearly explaining the goals and purposes of their courses (75 % agreement) . The negative score was related to lack of involvement in class discussions (85% agreement).

In general, the student sample at Colorado State University perceive their environment as being somewhat non-practical, non-scholastic, lacking in community, and lacking in propriety. The campus morale is lower than the normative sample while the perceptions of teaching quality are at about the average of the normative sample.

Student Functioning and Attitudes at CSU

The eleven scales of the CSQ were designed to measure student perceptions, student behaviors, and student attitudes. These scales are "summated," based on 4 option likert-type items. Scale scores can range from 10-40, a score of 10.0 indicating that all students rated the item in response category 1, and a score of 40.0 indicating that all students rated the item in response category 4. Thus, the scale score is an approximate mean rating for each item summed for the 10 scale items.

ETS conducted a normative study involving 1,500 students in 1966-67. The results of the CSU sample are presented and compared in Table 2 with

that earlier norm group. Tables 3 and 4 are a breakdown of those data by sex. Figures 2 and 3 graphically depict these same relationships.

CSQ SAMPLE AND NORMATIVE DATA

Total Sample: N=284 Table 2

	FI	PI	L	SC	CS	SF	SA	SM	SS	SH	EI
CSU	25.77	23.10	25.45	24.78	18.59	15.92	17.36	17.65	17.28	13.29	23.50
Norms	22.16	23.98	25.86	27.98	23.51	25.27	26.33	27.55	26.83	25.22	20.84
CSU Percentile Score	70%	40%	50%	28%	20%	3%	5%	3%	<3%	<3%	70%

Males: N=161 Table 3

	FI	PI	L	SC	CS	SF	SA	SM	SS	SH	EI
CSU	25.48	22.61	25.50	24.11	19.07	16.12	17.23	17.48	17.06	12.51	23.34
Norms	22.50	24.47	25.09	27.21	22.71	25.20	26.28	27.59	26.52	25.22	21.17

Females: N=123 Table 4

	FE	PI	L	SC	CS	SF	SA	SM	SS	SH	EI
CSU	26.14	23.73	25.38	25.66	17.97	15.66	17.53	17.87	17.58	14.31	23.72
Norms	21.54	23.21	25.99	29.22	24.78	25.87	26.41	27.50	27.33	25.22	20.31

A cursory glance at the data indicate that CSU falls below the 1966-67 norms on the majority of scales, especially those dealing with student satisfaction. Separating the 11 scales in a somewhat different way from ETS' classification, the following pages will discuss in more detail the data from the CSQ in terms of CSU student characteristics and student satisfaction.

Seven of the scales in the CSQ describe student characteristics.

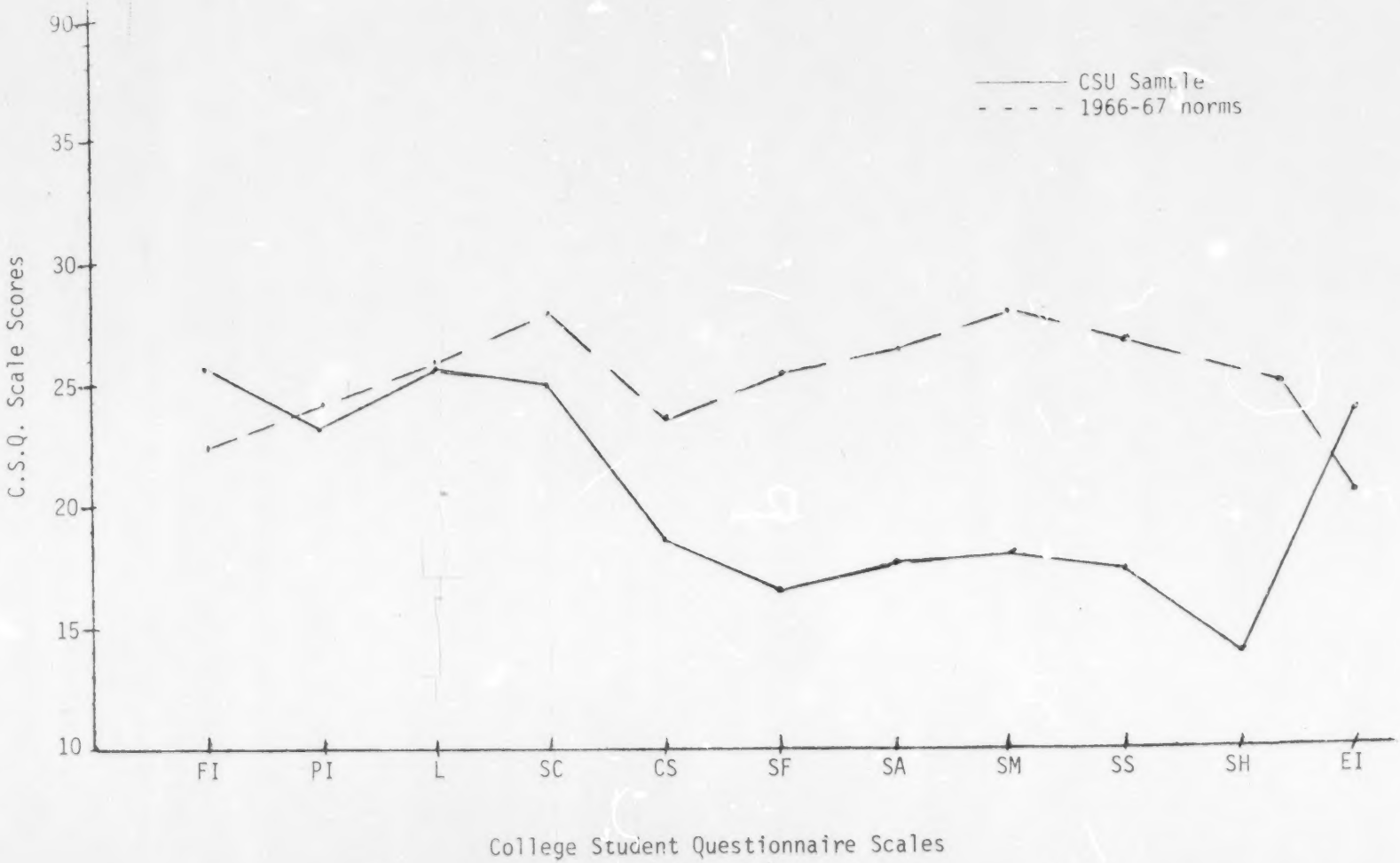

FIGURE 2: Comparison of CSU 1973 sample scale scores and 1966-67 norms.

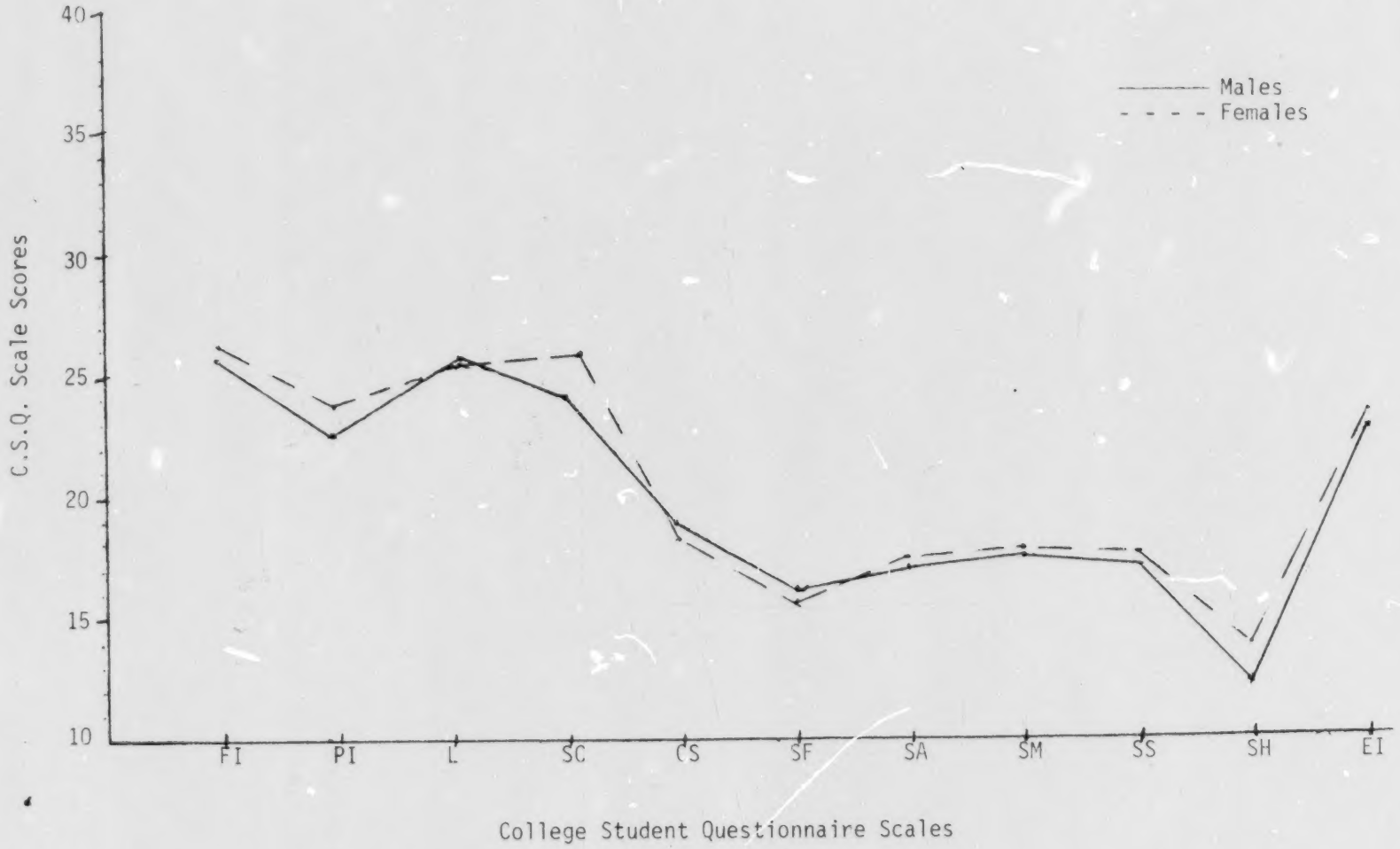

FIGURE 3: Comparison of Male and Female Subject Scores on CSQ scales

(EI) Extracurricular Involvement is defined as "relatively extensive participation in organized extracurricular affairs. High scores denote support of and wide involvement in student government, athletics, religious groups, preprofessional clubs, and the like. Low scores represent disinterest in organized extracurricular activities (Peterson, 1968, p. 19)." The results from the Extracurricular Involvement Scale indicate that CSU students are more involved in extracurricular activities than were the 1966-67 sample on which the normative data were based, according to mean scale scores for each group (CSU μ=23.50, σ=4.63; Norm μ=20.84, σ=4.46). In fact, CSU scored at the 70th percentile on the norms. This seems to indicate a return to the more traditional, collegiate activities, although analysis of individual items reveals that participation in such activities is still limited.

(FI) Family Independence refers to a "generalized autonomy in relation to parents and parental family. Students with high scores tend to perceive themselves as coming from families that are not closely united, as not consulting with parents about important personal matters, as not concerned about living up to parental expectations, and the like. Low scores suggest "psychological" dependence on parents and family (Peterson, 1968, p. 19)."

According to our data, CSU students are more independent from their families than the earlier normative sample (CSU μ=25.77, σ=4.60; Norm μ= 22.16, σ=5.24). Again, our sample was at the 70th percentile. This is an expected result of general social norms and values which have had the effect of reducing family ties in general and of making intellectual and emotional independence a valued attribute among adolescents and young adults. An interesting note is that this scale does not measure financial independence or directly measure its impact on other feelings of independence or dependence. The demographic data indicated that the majority of students (52%) found their main source of financial support in their families.

(PI) Peer Independence refers to "a generalized autonomy in relation to peers. Students with high scores tend not to be concerned about how their behavior appears to other students, not to consult with acquaintances about personal matters, and the like. They might be thought of as unsociable, introverted, or inner-directed. Low scores suggest conformity to prevailing peer norms, sociability, extraversion, or other-directedness (Peterson, 1968, p. 19)."

In terms of peer independence, the sample was slightly less independent than the normative sample, although the groups are quite similar, with the CSU mean=23.10 (σ=9.58) and the norm mean=23.98 (σ=4.12). CSU scored at the 40th percentile of the norm group.

(SC) Social Conscience is defined as "moral concern about perceived social injustice and what might be called "institutional wrongdoing" (as in government, business, unions). High scorers express concern about poverty, illegitimacy, juvenile crime, materialism, unethical business and labor union practices, graft in government, and the like. Low scores represent reported lack of concern, detachment, or apathy about these matters (Peterson, 1968, p. 20)."

There was a noticeable discrepancy between the 1973 CSU sample and the 1966 norms on this Social Conscience Scale, with CSU being quite a bit lower (μ=24.78, σ=4.46) than the norm group (μ=27.98, σ=4.71). (CSU percentile score was 28). From analyzing individual items on the scale, it seems that a large percentage of students sampled at CSU are outraged, indignant, and highly concerned over issues of social injustice or corruption, but these reactions are not unanimous and apparently not as uniform or consistent as those of the students sampled in 1966.

(CS) Cultural Sophistication refers to an "authentic sensibility to ideas and art forms, a sensibility that has developed through knowledge and experience. Students with high scores report interest in or pleasure from

such things as wide reading, modern art, poetry, classical music, discussions of philosophies of history, and so forth. Low scores indicate a lack of cultivated sensibility in the general area of the humanities (Peterson, 1968, p. 20)."

In terms of this Cultural Sophistication, current CSU students again scored lower than the normative sample, (CSU μ=18.59, σ=4.23; Norm μ=23.51, σ=5.31), falling at the 20th percentile. They seem less interested in and occupied with serious art, music, literature, or intellectual discussion.

(SH) Study Habits refers to "a serious, disciplined, planful orientation toward customary academic obligations. High scores represent a perception of relatively extensive time devoted to study, use of systematic study routines and techniques, and a feeling of confidence in preparing for examinations and carrying out other assignments. Low scores suggest haphazard, perhaps minimal, attempts to carry through on instructional requirements (Peterson, 1968, p. 19)."

CSU students scored significantly below the national norms (CSU μ=13.29, σ=5.60; Norm μ=25.22, σ=4.35) on this scale. In fact, this was the lowest scale for CSU, which scored below the third percentile on the norms. Whether this is mostly due to student goals and priorities, or to a non-facilitating environment, is difficult to say. Noting CSU student responses to the satisfaction scales, it could be hypothesized that the poor study habits may be partially a result of general student dissatisfaction with faculty, administration and major.

(L) Liberalism is defined as "a political-economic-social value dimension, the nucleus of which is sympathy either for an ideology of change or for an ideology of preservation. Students with high scores (liberals) support welfare statism, organized labor, abolition of capital punishment, and the like. Low scores (conservatism) indicate opposition to welfare

legislation, to tampering with the free enterprise system, to persons disagreeing with American political institutions, etc. (Peterson, 1968,p. 20)."

Our sample scored in an essentially similar manner on the liberalism scale to the normative group (CSU μ=25.45, σ=4.11; Norm μ=25.86, σ=4.65), and was at the 50th percentile. This is interesting in light of the current frequently expressed belief that colleges and universities are becoming more conservative. According to these results, perhaps the beliefs themselves have not changed, but only the willingness to act on these beliefs.

Four additional scales on the CSQ deal with the issues of student satisfaction. CSU students scored much below the norms on all 4 of the Satisfaction Scales.

(SF) Satisfaction with Faculty refers to "a general attitude of esteem for instructors and the characteristic manner of student-faculty relationships at the respondent's college. Students with high scores regard their instructors as competent, fair, accessible, and interested in the problems of individual students. Low scores imply dissatisfaction with faculty and the general nature of student-faculty interaction (Peterson, 1968, p. 18)." The CSU score on satisfaction with faculty was only 15.92, locating CSU at the 3rd percentile. This indicates quite low satisfaction, and in fact, a fair amount of dissatisfaction with the quality of teaching, level of faculty competence, etc.

(SA) Satisfaction with Administration is defined as "a generally agreeable an uncritical attitude toward the college administration and administrative rules and regulations. High scores imply satisfaction with both the nature of administrative authority over student behavior and with personal interactions with various facets of the administration. Low scores imply a critical, perhaps contemptuous view of an administration that is variously held to be arbitrary, impersonal, and/or overly paternal (Peterson, 1968, p. 19)."

The score on the Satisfaction with Administration scale was similar to that on Satisfaction with Faculty. CSU students scored at the 5th percentile, with a score of 17.36. Once again students registered significant dissatisfaction with administrative policies and interactions with students.

(SM) Satisfaction with Major refers to "a generally positive attitude on the part of the respondent about his activities in his field of academic concentration. High scores suggest not only continued personal commitment to present major field, but also satisfaction with departmental procedures, the quality of instruction received, and the level of personal achievement within one's chosen field. Low scores suggest an attitude of uncertainty and disaffection about current major field work (Peterson, 1968, p. 19)." The low score of CSU students on this scale (17.65, 3rd percentile) again indicates severe dissatisfaction with current academic experiences.

(SS) Satisfaction with Students refers to "an attitude of approval in relation to various characteristics of individuals comprising the total student body. High scores suggest satisfaction with the extent to which such qualities as scholastic integrity, political awareness, and particular styles and tastes are perceived to be characteristic of the student body. Low scores imply disapproval of certain characteristics that are attributed to the overall student body (Peterson, 1968, p. 19)." A percentile score of less than 3 percent on this scale is a serious indication of student incongruence with the human social environment at CSU. Combined with the other satisfaction scores, all of which had values below 18.0 (on a 10-40 scale) and were below the national norms by about 9 points, this indicates significantly low morale and lack of emotional support for students. Students find little need satisfaction or succorance from their academic or social environment. Students are not very interested in academics, are dissatisfied with their majors, feel little involvement with and appreciation by their professors and fellow students. A general lack of organized

student activity is evident both in personal-recreational areas and in areas of social concern. Students thus seem to be experiencing neither academic stimulation and satisfaction nor strong interpersonal support from their environment. This appears to indicate that there is an overt lack of fit or incongruence between the CSU students sampled and their current university environment.

CSQ Sub-scale Differences Between CSU Sub-populations

The sub-scales of the CSQ were analyzed to see if there were differences between sub-groups of students. The sub-groups were based on responses to the demographic questions. The following comparisons are between groups of CSU students and no reference is made to national norms. These results should be viewed with some caution since the N in some of the sub-groups was fairly small. (e.g., N=9 in the College of Agriculture).

An analysis of variance procedure was used to detect overall differences between groups. Where appropriate, Scheffe's or Dunnett's methods were used for pair-wise comparisons and only significant differences are discussed.

When the scores of the eight different colleges within the university are examined, the College of Agriculture stands out on several sub-scales: (1) Significant differences occurred on the Satisfaction with Administration Scale ($F=2.24$, $p<.031$). Agriculture students scored significantly higher on this scale than students in Humanities and Social Science (Dunnett's, $tD=3.08$, $p<.05$). (2) Overall differences between the colleges existed on the Satisfaction with Major Scale ($F=2.27$, $p<.029$). Agriculture students scored higher than Engineering students (Dunnett's, $tD=10.67$, $p<.01$), Forestry students (Dunnett's, $tD=3.25$, $p<.01$) and Veterinary Medicine students (Dunnett's, $tD=2.89$, $p<.05$). (3) A third significant difference between colleges occurs with extracurricular involvement ($F=3.16$, $p<.026$). Again Agriculture students were higher than Vet Med students (Dunnett's,

tD=2.74, p<.05). (4) Finally, the Family Independence scale revealed some differences (F=3.16, p<.003). Here Engineering students scored higher than Business students (Dunnett's, tD=2.62, p<.05), and Agriculture students also scored higher than Business students (Dunnett's, tD=2.65, p<.05).

These results indicate that Agriculture students have a strong investment in the traditional academic and related aspects of the campus. Although the sample size is small and significant differences did not occur for all other colleges, these results point toward a consistent pattern.

Engineering students had a pattern similar to the Agriculture students on many of the sub-scales, although with the exception of Family Independence, significant differences between it and other colleges did not occur. The one exception to this pattern was on the Satisfaction with Major scale, where Engineering students scored lowest and, in fact, were significantly lower than Agriculture students (Dunnett's, tD=10.67, p<.01). Since this is a large difference in an otherwise consistent pattern, some interesting hypotheses are raised. The Satisfaction with Major scale taps not only personal commitment to a major but also satisfaction with department procedures, quality of teaching and so forth. It would be of value to know which one or possibly both of these dimensions are contributing to low scores for Engineering students. Since Agriculture students scored significantly higher, they would make an interesting comparison group for future investigation.

Two significant scale differences occurred with respect to class. There was an overall difference on the Satisfaction with Administration scale (F=5.67, p<.004), with Sophomores higher than both Juniors (Scheffe's, F=9.91, p<.01) and Seniors (Dunnett's, tD=5.27, p<.01). This tends to support other studies that have indicated an increasing disenchantment with many aspects of campus life the longer students remain. An overall difference by class occurred on the Peer Independence scale (F=7.84, p<.008);

Sophomores scored lower than both Juniors (Scheffe's, F=8.78, p<.01) and Seniors (Scheffe's, F=12.45, p<.01).

The Peer Independence scale analyzed by age corresponds with the last result above (F=3.82, p<.0014). Dunnett's comparison showed: 21 year olds higher than 20 year olds (tD=3.39, p<.01); 21 higher than 18 (tD=3.66, p<.01); 24 greater than 18 (tD=2.84, p<.05). These two results suggest that the Peer Independence scale represents a normal developmental continuum of increasing independence and self-sufficiency.

Significant sex differences occurred with women higher on Social Conscience (F=8.58, p<.004) and Study Habits (F=7.33, p<.007); men were higher on Cultural Sophistication (F=4.76, p<.028).

Off campus students showed greater Peer Independence (F=5.94, p<.015) and scored higher on Extracurricular Involvement (F=4.42, p<.034), while on campus students were significantly higher on the Cultural Sophistication scale (F=14.49, p<.0004).

Item Analysis

A final use made of the CSQ data was an individual item analysis. It is perhaps at this level that the best descriptive data can be found. Since it would be tedious and probably non-instructive to examine each item, some method was needed to select only those items that were distinctive and best described the unique characteristics of the CSU population. The sub-scales are mostly composed of items with four possible response categories. (The first 34 demographic items were of a different format and were not included in this analysis). A frequency count was made of the responses to each of the categories for each item and a Chi-square test of significance was performed on the distribution for each scale item.

The nature of the 4 possible answers for each item is such that, theoretically, the frequency distribution would not be expected to be equal for

each category. For example, item 171 asks students whether their political point of view is "quite conservative," "fairly conservative," "fairly liberal," or "very liberal." It is reasonable to assume that across a population, the middle two categories would be chosen more frequently, with fewer responses to the extreme categories. In a sense then, the response format approximates a normal distribution and the "expected" frequencies for the Chi-square test were based on this. The expected frequency for category 1 (i.e., response 1) was 15.87 percent of the total N answering that item. The expected frequencies for categories two, three and four were 34.18 percent, 34.18 percent, and 15.87 percent, respectively. (Note that the middle two categories represent 68.36 percent of the area under the normal curve, or one standard deviation either side of the mean). Unfortunately, this rationale did not prove to be very discriminating since a large number of the distributions (about 75%) turned out significantly different from this "expected" distribution. Given this lack of discrimination, it was decided that the 20 items (10%) with the highest Chi-square values would be examined for descriptive information. These items are described first; in addition, some items are included for their unique or interesting information although they did not fall in the top 10 percent.

Based on items 35 and 54, it appears that a significant number of students do not participate in student government activities. In fact, only 26 percent of the students sampled had participated in any student government activities, and of these, 14 percent had participated in only one such organization (item 35, $\chi^2 = 695$*). Similarly, 54 percent of the students sampled reported"no particular interest" in campus student government, while 34 percent were "somewhat interested," 9 percent were "quite interested," and 3 percent were "very much interested." Apparently student government at CSU is not perceived as important (item 54, $\chi^2 = 339$).

*With 3 degrees of freedom, a Chi-square value of 16.23 or greater is required for significance at the .01 level. This is the same for all reported items.

Item 37 revealed that fifty-five percent of the students sampled did not participate in any varsity or intra-mural sports in the pervious year; 20 percent, 15 percent and 10 percent participated in 1, 2, and 3 or more sports, respectively ($\chi 2 = 312$).

From item 38 it was learned that with respect to organized activities sponsored by churches (regular services excluded), 74 percent of the sample did not participate, 20 percent reported "a small extent" of participation and 5 percent and 2 percent reported "fairly extensive" and "very extensive" participation ($\chi 2 = 696$).

Based on responses to item 39, only a small proportion of students participated during the previous year in on-campus professional organizations. In fact, 59 percent reported no participation at all, 29 percent reported participation to a small extent, while only 9 percent and 3 percent reported fairly extensive participation ($\chi 2 = 411$).

The largest deviation from expected scores occurred on item 40 with respect to participation in school spirit organizations and activities. Eighty percent of the sample said they participated in no such activities while 16 percent, 3 percent and 1 percent reported a "small extent" a "fairly extensive" and "very extensive" amount of participation, respectively ($\chi 2 = 850$).

From the above 6 items it appears that CSU students, as a whole, participate to a small extent in the traditional activities the campus offers; student government, organized sports, religious activities, professional organizations and school spirit activities. While there seems to be a lack of interest in these activities and possibly a felt lack of value, it should be noted from an earlier section of this report that CSU seemed higher in this area (Extra Curricular Involvement scale) than other universities in the norm group.

Based on item 69 there appears to be lack of close relationships between the faculty and CSU students. Fifty-four percent of the students sampled said they had no close relationships, 23 percent reported one close relationship, while 12 percent and 10 percent reported such relationships with two faculty members and more than 2 faculty members respectively ($\chi 2 = 304$). In an item (#76) closely related to the above, 57 percent of the sample said there were no faculty members to whom they felt particularly responsible and whom they believed felt responsible to them. Attenuating this somewhat, 31 percent felt there was one such faculty member and 7 percent and 5 percent felt there were 2 and more than 2, respectively.

Student perceptions of the quality of teaching at CSU are reflected by 42 percent of the sample responding to item 55 that "very few" of their teachers in the past year were "superior;" 31 percent said that "less than half" were superior while 23 percent thought that "more than half" were superior ($\chi 2 = 144$).

From the above 3 items it appears that over half of the sample feels no attachment (friendship or responsibility) to any faculty member(s) and that such attachments are certainly not frequently felt between any particular student and his various teachers. In addition, the perceived quality of teaching is rather low. The importance of this finding is increased due to the fact that no freshmen were included in the sample.

High competitiveness for grades is a characteristic perceived by the sample in the CSU classroom environments. On item 44 a "great deal" of competitiveness was expressed by 41 percent of the sample, a "fair amount" by 39 percent with only 19 percent and 2 percent expressing "only a little" or "no competitiveness." ($\chi 2 = 159$).

Based on item 50, the sampled students did not feel that the university exercised much control over their lives outside of the classroom. Forty-one

percent "strongly disagreed" that too much authority was exercised and 38 percent "disagreed, but not strongly." Only 4 percent "strongly agreed" with 17 percent "agreeing, but not strongly " ($\chi 2 = 152$).

Items 96 and 100 indicated that neither playing cards nor heavy involvement in activities pertaining to cars are important to CSU students. Sixty-four percent of those sampled spend less than 1 hour per week in automotive activities (exclusive of normal driving time); 24 percent spend 1 to 2 hours while only 8 percent and 4 percent spent 3 or 4 hours and 5 or more hours respectively (item 96, $\chi^2 = 490$). Seventy-five percent of those sampled spend less than 1 hour per week playing cards, 14 percent spend 1 to 2 hours, 7 percent spend 3 to 4 hours and 4 percent spend 5 or more hours.

There is a definite tendency for CSU students to have friends outside of their major. On item 129 fifty-five percent of the respondents reported having no close college friends (out of their 3 closest) within their major. Twenty-four percent reported one friend within their major, 14 percent two, while 7 percent reported 3 such friends.

There is consistency in the philosophy of college education held by CSU students according to items 133 and 134. Forty-eight percent chose as the most accurate statement of their philosophy, "while not excluding academic activities,.....emphasizes the importance of the extracurricular side of college life." Twenty-three percent held this view as second most accurate and 20 percent as 3rd most accurate (item 133, $\chi 2 = 203$). Fifty-eight percent felt that a philosophy which was individualistic and against traditional values was least accurate (item 134, $\chi 2 = 362$).

Based on the responses to items 146, 173 and 182, there appears to be a trend for students to espouse a liberal point of view with respect to the status of women. Forty-seven percent favor total equality with men at a professional level while another 25 percent see equality limited only by a woman's responsibility to pre-school children (item 146, $\chi 2 = 202$). Another

indicator of liberalism is the significant level of disagreement (82%) with the government's right to limit public meetings of dissident groups (item 173, $\chi 2 = 291$). A third indicator is agreement (82%) with governmental responsibility to provide adequate medical care for everyone (item 182, $\chi 2 = 173$).

Items 172 and 175 were two predominant items for the CSU population in the area of "social conscience." Seventy-five percent of the students registered some level of "indignation" upon reading about payoffs for political favors; 45 percent "very indignant," 30 percent "mildly indignant." (item 172 $\chi 2 = 181$). Eighty percent expressed concern over poverty levels in the U.S.; 42 percent were "highly concerned," 38 percent "mildly concerned" (item 175, $\chi 2 = 163$). It should be noted that overall, CSU students had a score comparable to the norm group on the "Social Conscience" scale.

The following items were not among the highest in terms of Chi-square values yet they do offer some interesting data about CSU students.

Item 46 was not included in the Chi-square analysis due to a differing format (9 alternatives); however it deals with an important issue - the biggest source of worry for the student during the previous year. The alternative checked most often (22%) was "trying to 'find' myself in the sense of personal meaning and identity, where I am headed, what I am seeking in life, etc." This was followed by finances (18%). The alternative "I have no major problems" ranked third (15%) followed by "handling the content of my courses" (14%). The fifth choice was "relations with 1 or more particular members of the opposite sex" (11%). Interestingly enough, deciding on a major field or specialty was seen as the major problem by only 4% of the sample, and parent or family relations was the major problem for only 3%.

Item 59 concerns the strength of input students have in formulating university regulations which affect them. "They have a rather weak voice" accounted for 54 percent of the responses, 19 percent felt they had no voice, 26 percent thought students had a "moderately strong voice," while 1 percent felt they had "a very strong voice." Thus, it would seem that students feel fairly powerless to influence the institution, even in matters of concern to them.

Relating to some of the previously discussed results is item 66 which concerns the proportion of instructors who know the student by name. Although there is a fairly even distribution across the four categories of response, it turns out that over half of the sample feel that less than half of their teachers in the previous year knew their name. Twenty-nine percent said "almost none" did, 28 percent said "less than half," 23 percent said "more than half," while only 19 percent said "almost all" did. This seems to parallel earlier conclusions about lack of closeness between students and faculty.

Item 75 concerns the extent to which this university recognizes and is interested in the student as an individual person. Once again, the responses indicate that the sampled students did not feel personally important to this institution. Thirty-four percent felt they were "little more than a number on an IBM card," while 47 percent were "very seldom" aware of interest in them as individuals. Only 13 percent were "frequently" aware of such an interest, while even fewer (5%) felt many persons and organizations on this campus continually expressed interest in them as individuals.

Following the same theme, responses to item 61 revealed that 40 percent of the sample felt that no faculty members have made a personal evaluation of their work which made them feel they might become a creative thinker or productive worker in their field. Twenty percent of the sample felt one faculty member had made such an evaluation; 28 percent felt two or three

faculty members had given them this feedback while only 12 percent felt more than 3 had. When these results are considered in light of the number of faculty contacts made by a student at CSU it appears that nearly half of the students are left without many hopeful indications of their potential. (Of course these proportions may reflect class standing, with seniors receiving the greater number of such evaluations).

In contrast to the theme of the last few items are the responses to a series of items relating to student satisfaction with the academic aspects of their major (items 119-130). These items tap various components of satisfaction, and generally the students felt positive about their major; across the items the level of satisfaction varied from 50 percent to 72 percent. Even where the evaluation was not positive the dissatisfaction level was not extreme and was expressed mostly in categories such as "somewhat dissatisfied."

If an overall pattern can be discerned, it appears that students are much more concerned about the quality of interpersonal relationships and their own personal development within the university environment. There is concern over the academic atmosphere but it does not appear to be the major problem area for CSU students.

One final item of interest on the CSQ concerns an apparent dissatisfaction with the Greek system (item 102). The item was answered by 43 sorority and fraternity members. Of this number, 28 (65%) indicated that if they had a chance they would "join another organization," "not join at all" or "other." The remaining 35 percent said they would "join the same fraternity or sorority."

Conclusion and Recommendations

In discussing these results it should be noted that both males and females at CSU perceived the campus environment similarly. Also, these student perceptions are different in a number of ways from the norms of previous college students. Of particular note is the CSU students' higher score for FI (Family Independence) and EI (Extracurricular Involvement). It seems the CSU student is more emotionally independent of his family and more involved in extracurricular activities than most other students. The CSU students score significantly different from the norms over a number of categories, including: SC (Social Consciousness), CS (Cultural Sophistication), SF (Satisfaction with Faculty), SA (Satisfaction with Administration), SM (Satisfaction with Major), SS (Satisfaction with Students), and SH (Study Habits). Scores on these scales indicate the students on this campus are less socially conscious and have less cultural sophistication than most college students. They also indicate that they are more dissatisfied with major areas of concern and perhaps evidence this in poor study habits. Some possible interpretations for these findings might include: (1) the norms are dated, (2) the sampling procedures produced a very unique population, or (3) the students are indeed very dissatisfied. Although it is important to answer questions (1) and (2), it seems appropriate to consider dissatisfaction of students independent of these other possibilities. It seems that the source of dissatisfaction might be conflicting goals and expectations of students, administrators and faculty.

A description of the typical CSU student seems to strengthen the hypothesis that there may be a mismatch between student goals and expectations and those of faculty and administration. A CSU student can be described as having fairly traditional characteristics; i.e., is usually single, lives in a dorm, and has officially enrolled in a major. He will probably go to

graduate school, has decided on a vocation for after college, and further schooling will prepare the student for professional or academic life. He doesn't work and is supported by his parents. If the student happens to be a woman, she plans to have children and a career. Although these students should fit the CSU environment, a careful look at the items on the CSQ indicates they do not. Although the typical student wished to go on to graduate school and a professional life, his main interest is not academic. He is more concerned with trying to find himself so that interpersonal relationships are perceived as more important than academic pursuits. He feels that as a student he is powerless and not personally important to the institution.

It seems then that the typical CSU student is cut from a fairly traditional cloth. While he does hold traditional values, he also holds others which are more interpersonal and self-oriented which seem to take precedence in his daily activities. These two sets of values seem to confound the student and leave him somewhat alienated and at a loss within the institution. He has academic expectations and professional goals and yet feels he needs to spend time "finding himself" and establishing interpersonal relationships. And yet, the CSU environment apparently is not meeting the student's need to establish himself as a unique and worthwhile person and to establish warm interpersonal relationships. This could account for the high degree of dissatisfaction reported on the CSQ. This alienation can be further understood by a review of student support systems. Those activities which used to lend support to a student are not considered important to the CSU student of today. Those activities are: student government, participation in sports, organized activities, professional organizations and school spirit organizations. This suggests that students attempt to meet their interpersonal needs more individualistically rather than in an organized

fashion. This hypothesis is strengthened with the report that the student's important friendships are outside his major rather than within the major or college in which he is enrolled.

It can be said then, that the typical CSU student has come to college to get a sense of himself and to deal with some of his interpersonal needs. Although he does want a professional or academic life, he feels that his first goals are more important. It seems that he cannot really pursue the academic life until these goals are met. It might be said that the typical student is stuck at level 3 of Maslow's (1968) hierarchy of needs. Until he attains some level of satisfaction with his need to belong and his need for love and affection, he will be unable to pursue needs for self respect or achievement. Since he may be lacking in fulfillment of his belonging-ness needs, he is unable to feel self-confidence, worth, capability and adequacy of being useful and necessary in the world. It follows, then, that he is unable to deal with his academic goals or those of social concern.

The above findings suggest a number of avenues to pursue. The first would be to ascertain whether the typical CSU student, in fact, feels alienated. The next step would be to confirm the source of alienation, that is, whether this is in fact due to his unmet belonging needs If both these hypotheses are confirmed then the institution (administration and faculty) need to address themselves to this problem. Their alternatives are either to (1) change their admission policies whereby they might bring other student types into the institution who are more congruent to institutional goals, values and expectations, or (2) change the CSU campus environment such that students may be able to meet their interpersonal and belonging needs. This latter change would create a match between student and institutional goals, values and expectations. This would produce freedom on the part of the students to pursue their academic needs which, in turn, could result in greater vocational satisfaction.

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